

**Previously – What Aryan, Priya, Naman & Kavya Have Learned So Far**

Ch.1: Aryan lost ₹14,000 in a UPI hack — fixed with strong passwords & 2FA. | **Ch.2:** Naman was tracked by cookies, app permissions & ad networks — learned to manage digital privacy. | **Ch.3:** Kavya lost an NIT scholarship because of a 3-year-old post — rebuilt her reputation using the THINK Rule. All four are now Cyber Safety Ambassadors. **Now in Chapter 4,** they face the hardest challenge yet — when one of their own is targeted. Kavya's younger brother, Rohan, is being cyberbullied. And this time, the threat comes not from strangers — but from classmates.

Chapter 4 – Cyberbullying, Harassment & Consent**Key Terms – Your Safety Dictionary****Cyberbullying**

Deliberate, **repeated** online behaviour meant to hurt, embarrass, or intimidate someone. Done by a known person — classmate, peer, or group.

**Online Harassment**

Aggressive, threatening, or unwanted online contact that **creates fear or distress**. Can be a single incident or repeated. Often from strangers.

**Consent**

Freely given, informed **agreement** to something. In digital spaces: agreeing to be tagged, photographed, included, or have your content shared.

**Bystander**

Someone who **sees** bullying or harassment happening but is not directly involved. A bystander who acts is called an **upstander**.

**Digital Exclusion**

Deliberately **leaving someone out** of group chats, online spaces, or collaborative platforms as a form of social punishment.

**Impersonation**

Creating a **fake account** using someone else's name, photo, or identity to mock, mislead, or damage their reputation.

Breaking Story – Read This First!**THE HIMACHAL HERALD**

Friday, 13th March 2026 · Student Safety Edition

▲ SPECIAL REPORT: SHIMLA STUDENT HARASSED ONLINE FOR REPORTING EXAM CHEATING – SCHOOL STAYS SILENT ▲

CLASS 10 BOY FROM SHIMLA RECEIVES 200+ THREATENING MESSAGES AFTER SPEAKING UP — FAKE PROFILE CREATED IN HIS NAME*By Our Education Correspondent, Shimla, HP*

Rohan Sharma, a Class 10 student from Shimla, reported to his teacher that a group of classmates had photographs of exam question papers shared in a private WhatsApp group. Within 24 hours of reporting, Rohan began receiving threatening messages on Instagram and Discord. His phone number was posted in a public group with the caption: "Report him."

"I did the right thing," said Rohan. "I didn't expect this." Within 48 hours, a fake Instagram account with Rohan's photo was created — posting humiliating edits of his pictures. He was removed from all class group chats.

His sister Kavya — a Class 12 Digital Citizenship Ambassador — recognised the warning signs immediately. "He went silent. He stopped eating. He kept checking his phone. I knew something was wrong."






What experts say: "Retaliation cyberbullying — where the target is someone who spoke up — is one of the most damaging forms. It sends a message to all bystanders: 'Stay silent.'" — Dr. Meena Kapoor, Child Psychologist, AIIMS Delhi

The school has not yet acted. Rohan's family has filed a complaint with the Himachal Pradesh Cyber Crime Cell.

▲ **Cyberbullying is not a phase. It is a crime. Under IT Act Section 66A, IPC 507 & POCSO — perpetrators can face serious legal consequences.**

The Online Harm Spectrum – Not Everything Is Bullying, But Everything Has an Impact

Online harmful behaviour exists on a spectrum. Understanding exactly *where* something falls helps you respond correctly — and helps you understand your own behaviour too.

 Rude / Thoughtless A careless comment. One time. No intent to harm. Example: "That photo looks bad."	 Mean / Unkind Intentionally hurtful once. Example: Mocking someone's answer in a group chat deliberately.	 Harassment Repeated unwanted contact. Threatening or intimidating messages. Creates fear.	 Cyberbullying Deliberate, repeated, targeted harm using digital tools. Known perpetrator. Power imbalance.	 Criminal Offence Threats, impersonation, non-consensual sharing of images. Punishable under Indian law.
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Pause & Think!

Notice the difference between "Rude" and "Cyberbullying" — the key factors are: **(1) Intent** — was it meant to hurt? **(2) Repetition** — did it happen more than once? **(3) Power** — is there an imbalance (group vs individual, older vs younger)? One hurtful comment between friends who resolve it is NOT bullying. But the same comment sent 50 times to isolate someone IS. The spectrum matters because your response — and the seriousness of the consequence — should match where the behaviour sits.

Consent in Digital Spaces – Lines That Must Not Be Crossed

Consent is not just about physical situations. Every day, digital consent is violated — often without people realising it is a violation at all.

<p>✔ WITH Consent – Acceptable</p> <ul style="list-style-type: none"> ✔ Tagging someone in a photo after asking them if they're okay with it ✔ Adding someone to a group chat they agreed to join ✔ Sharing someone's post or achievement they have made public ✔ Recording a conversation when all parties know they are being recorded ✔ Sharing a photo of a group where everyone is comfortable being seen ✔ Forwarding someone's message with their permission 	<p>✘ WITHOUT Consent – Violation</p> <ul style="list-style-type: none"> ✘ Tagging someone in an embarrassing or unflattering photo without asking ✘ Adding someone to a group chat they did not agree to ✘ Sharing screenshots of private conversations without permission ✘ Recording someone without their knowledge and sharing it ✘ Sharing someone's personal information address, number, photos — publicly ✘ Creating a fake profile using someone's identity or photo
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Activity 1

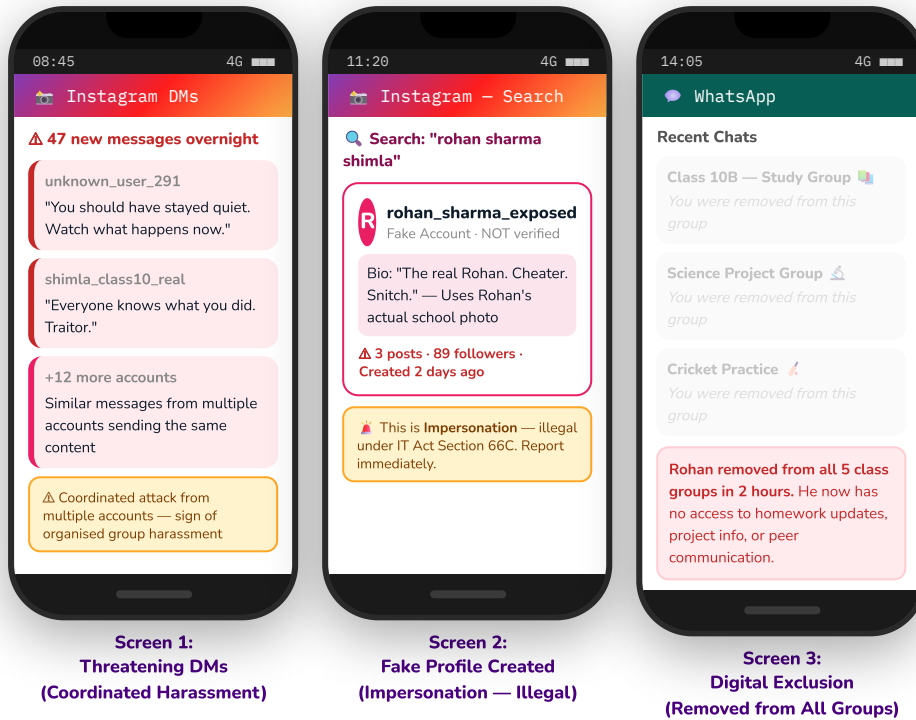
Spectrum Sort – Where Does It Fall?

Read each situation. Using the spectrum above, write which category it falls into (Rude / Mean / Harassment / Cyberbullying / Criminal). Then write whether consent was violated (Yes/No) and one reason why.

Situation	Spectrum Level	Consent Violated?	One reason
Aisha screenshots Rohan's private message and sends it to 50 people in a class group	<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/>
Three students create a meme using Rohan's photo and post it daily for two weeks	<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/>
A classmate once posts "your answer was wrong lol" under Rohan's comment	<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/>
Someone posts Rohan's home address and phone number publicly with "message him"	<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/>
Priya shares Kavya's science fair victory post (already public) on her own story	<input type="text"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="text"/>

What Rohan Saw on His Phone – Three Screens That Changed His Week

These are the three types of cyberbullying Rohan experienced simultaneously. Look at each screen carefully — these are real patterns seen by students across India.



Pause & Think!

Look at all three screens together. Rohan is experiencing **three different types of harm simultaneously** — direct threats (Screen 1), identity theft (Screen 2), and social isolation (Screen 3). Notice Screen 3: being removed from study groups doesn't just feel hurtful — it **academically disadvantages** Rohan. He can't access homework, project updates, or support. This is why digital exclusion is recognised as a form of bullying — it has real, practical consequences on a student's education and wellbeing, not just their feelings.

Activity 2

Analyse the Three Screens

Q2a.

Each screen shows a different type of cyberbullying. Complete the table:

Screen	Type of cyberbullying	Is this illegal under Indian law? (Yes/No)	First action Rohan should take
Screen 1 — DMs	<input type="text"/>	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="text"/>
Screen 2 — Fake profile	<input type="text"/>	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="text"/>
Screen 3 — Groups	<input type="text"/>	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="text"/>

Q2b.

Screen 3 shows Rohan removed from all academic group chats. A classmate says: "It's just WhatsApp, not a big deal." Do you agree? Explain what real-world consequences this creates for Rohan beyond just hurt feelings:

Story – Kavya Recognises the Signs & the Group Responds

Scene 1 – Kavya's Home, Shimla · She Notices Rohan Has Gone Quiet for Three Days



Rohan, you haven't eaten properly in 3 days. You keep checking your phone and then putting it face-down. Tell me what's happening. I'm your sister — not a stranger.



KAVYA'S BROTHER

I reported the cheating like we're supposed to. Now I get 50 messages a day. They made a fake account with my photo. They removed me from every class group. I can't even get the homework.
voice breaking



Rohan, you did nothing wrong. **This is cyberbullying — and some of it is criminal.** We need to do four things right now. Do NOT reply to any message. Do NOT delete anything. Screenshot everything first.



The fake profile is impersonation — that's Section 66C of the IT Act. We need to report it to Instagram AND file a complaint with the HP Cyber Crime Cell. Kavya, call Ms. Sharma — the school counsellor. Rohan needs adult support, not just us.



Yaar Rohan, main bhi iss situation mein tha ek baar — different problem, same feeling. **Tum galat nahi ho.** Galat woh log hain. And one more thing — don't go offline. That's what they want.
(You're not wrong. They are.)

Activity 3

Story Analysis – Understanding the Response

Q3a.

Aryan gives Rohan three immediate instructions. What are they — and why is each one important? Write the reason in your own words:

Aryan's instruction	Why is this important?
Do NOT reply to any message	<input type="text"/>
Do NOT delete anything	<input type="text"/>
Screenshot everything first	<input type="text"/>

Q3b.

Priya suggests involving Ms. Sharma (school counsellor) rather than just handling it themselves. Why is getting a trusted adult involved important — even when you feel capable of handling it yourself?

Q3c.

Naman tells Rohan: "Don't go offline. That's what they want." What does he mean? What message does going offline send to the people bullying Rohan — and what does staying online (carefully) signal?

★ The Real Impact – What Cyberbullying Does to a Person

Priya researches the impact for a presentation she will give to Rohan's school. The effects are not just emotional — they are physical, academic, social, and long-term.



Physical Health

Sleep disruption, appetite loss, headaches, stomach problems. The body reacts to online stress the same way it reacts to physical danger.



Academic Performance

Focus drops, grades fall, attendance decreases. Being removed from study groups causes direct academic disadvantage.



Mental Health

Anxiety, depression, PTSD symptoms. Studies show cyberbullying causes deeper distress than face-to-face bullying because it follows you home 24/7.



Social Isolation

Withdrawal from friends, activities, and social spaces — both online and offline. Victim begins to self-censor to avoid further targeting.



Silencing Effect

Other students who witness the bullying stay silent — afraid of becoming the next target. This is how bullies maintain power over entire communities.



On the Perpetrator

Legal consequences (IT Act, IPC), school suspension, permanent conduct record, damage to their own future opportunities — college, jobs, reputation.

1 in 3

young people globally have experienced online bullying (UNICEF poll, 30 countries)

1 in 5

students have skipped school because of bullying or cyberbullying (UNICEF Global Poll)

1 in 10

young people experience cyberbullying globally (UNESCO)

1 in 6

school-aged children report being cyberbullied (WHO Europe Adolescent Study)

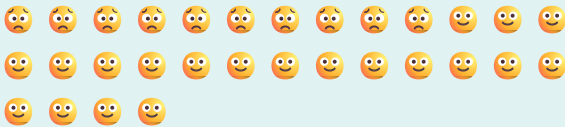
Activity 4

🔍 Data Decoder – What Do These Numbers Really Tell Us?

Priya presents the global statistics to Rohan's school assembly. But she doesn't just read the numbers — she *decodes* them. Now you do the same.

📊 Turn the Number into a Room

The stat says "1 in 3 young people" have experienced online bullying. Imagine your classroom has 30 students.



☹️ = has experienced online bullying · 😊 = has not (in this sample)

Now look at YOUR class. Write your answer:

In a class of 30 at your school, approximately _____ students may have experienced online bullying. Does this number surprise you? Yes No

One sentence — why or why not:

🚫 Myth vs What the Data Says

Students and adults often say things that sound sensible — but the data tells a different story. For each myth below, write the specific statistic that challenges it:

"It only happens to a few people — most students are fine online."

Which statistic directly challenges this? Quote it:

"If it was really serious, students would just tell a teacher."

The **1 in 5 students skip school** stat challenges this. Explain how skipping school is actually evidence that the problem *is* serious but students *don't* report it:

Q4a. Your Personal Connection

The WHO study says **1 in 6 school-aged children** report being cyberbullied. Think back — have you personally seen, experienced, or heard about cyberbullying in your school or friend group? You don't have to share details. Just answer honestly:

Yes No Not sure I have personally witnessed or experienced something like this

Yes No I knew someone who was affected but did not know how to help

Yes No I now know at least one thing I could do differently if I saw it again





Q4b. The Perpetrator's Blind Spot

The data tells us 1 in 3 young people are affected. Yet students who bully others rarely think of themselves as "a cyberbully." They say: "It was just a joke," "Everyone was doing it," or "I only sent one message."

Why does scale matter? If 1 in 3 are affected but perpetrators think "I barely did anything" — what gap does that create, and who is responsible for closing it?

🛡️ The 4-Step Response Framework – What To Do When It Happens


Aryan and Priya draw this framework for Rohan. Whether you are the **target**, a **bystander**, or a **friend** — these steps apply.

<p>1</p>  <p>Screenshot & Save</p> <p>Before anything else — capture evidence. Screenshot every message, profile, or post. Date and time stamps matter for any legal complaint. Save to a secure folder or email to yourself.</p>	<p>2</p>  <p>Block, Don't Reply</p> <p>Block the sender on all platforms. Do NOT reply — replies feed the cycle and can be used against you. Mute notifications if blocking triggers more accounts.</p>	<p>3</p>  <p>Tell a Trusted Adult</p> <p>Tell a parent, teacher, or school counsellor with your screenshots. You will NOT be in trouble. Adults can escalate to school management, police, or platform support teams.</p>	<p>4</p>  <p>Report on Platform & Police</p> <p>Use the Report button on every platform. For fake profiles, impersonation, or threats — file a complaint at cybercrime.gov.in or your state Cyber Crime Cell.</p>
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📞 Where to Get Help in India

<p>1930</p> <p>National Cyber Crime Helpline</p> <p>24/7 helpline for reporting cybercrime including cyberbullying, fake profiles, and online harassment. Also: cybercrime.gov.in</p>	<p>iCall</p> <p>TISS iCall – 9152987821</p> <p>Free mental health counselling for students. Confidential. Available Mon–Sat 8am–10pm. Specifically supports cyberbullying victims.</p>	<p>1098</p> <p>Childline India</p> <p>24/7 emergency helpline for children in distress. Free call. For students under 18 facing any form of abuse — including online harassment.</p>
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Indian Laws That Apply to Cyberbullying

<p> IT Act Sec 66C</p> <p>Identity theft / impersonation online. Up to 3 years imprisonment.</p>	<p>IT Act Sec 67</p> <p>Publishing obscene or defamatory content online. Up to 5 years.</p>	<p>IPC Sec 507</p> <p>Criminal intimidation by anonymous communication. Up to 2 years.</p>
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💡 Pause & Think!

Notice that Step 1 is "Screenshot first" — NOT "Block first." Many students block immediately because they want it to stop. But blocking before screenshotting **destroys your evidence**. Without evidence, schools and police cannot act. The discomfort of seeing those messages for a few more minutes is worth the power it gives you to hold the perpetrators accountable. Think of screenshots as your weapon — not just your protection. **Evidence is power.**

Activity 5

🎮 Bystander Sort – What Would You Actually Do?

You are a classmate of Rohan's. You see all three situations happening. Sort each bystander response into the correct zone — then answer Q5a.

- 1 You screenshot the fake profile and send it to Rohan privately
- 2 You laugh at the meme in the group chat to avoid being targeted yourself
- 3 You quietly add Rohan back to a shared notes document
- 4 You tell a teacher you saw threatening messages being sent
- 5 You stay silent because "it's not my problem"
- 6 You privately DM Rohan: "I see what's happening. I'm with you."
- 7 You forward the meme to a different group "just to show what's happening"
- 8 You report the fake profile using the Report button

<p>✅ Upstander Actions</p> <p style="border: 1px dashed gray; padding: 5px; margin-top: 5px;">Write numbers here...</p>	<p>❌ Bystander / Makes It Worse</p> <p style="border: 1px dashed gray; padding: 5px; margin-top: 5px;">Write numbers here...</p>
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Q5a.

Action #7 — forwarding the meme "just to show people" — is placed in the red zone. Explain why sharing harmful content, even with good intentions, can make cyberbullying worse rather than better:

Real Situations – What Would You Do? (India Contexts)

Read each situation carefully. Apply the spectrum, the consent framework, and the 4-step response. Answer all questions honestly — there are no perfect answers, only thoughtful ones.

Situation 1 — Meera, Mandi HP

Meera, Class 11, posted a selfie in her school uniform on Instagram (public account). A student from another school screenshots it and creates a meme with her photo, adding a mocking caption about her appearance. It is shared in 4 school groups. Meera has never interacted with this person online.

Situation 2 — Rahul, Dharamshala HP

Rahul, Class 12, is part of a group project on Discord. The group decides to remove him from the server because "he talks too much." They create a new server and share project files there. Rahul is left out of the final submission. He fails the project. When he complains to the teacher, his classmates say "it was just a Discord decision."

Situation 3 — Aisha, Delhi

Aisha, Class 10, breaks up with her boyfriend Vikram. He posts a private photo she had sent him when they were together — not explicit, but personal — in a WhatsApp group of 50 classmates, with the caption "Miss this." Aisha didn't consent to its sharing. Her friends tell her: "You sent it, so it's your fault."

Situation 4 — Dev, Kullu HP

Dev, Class 9, is in a gaming Discord server. An older student from another school begins sending Dev private messages asking for his real name, school, and address — offering "rare game items" in return. Dev shares his school name. The next day, someone rings the school asking for Dev. Dev's parents don't know.

Sit.	What type of harm is this?	Was consent violated? How?	Spectrum level (Rude→Criminal)	What should the person do? (3 specific steps)
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Q6. Situation 3 — Aisha's friends say "You sent it, so it's your fault." This is a common reaction. Explain clearly why this argument is wrong. What does consent mean in this specific situation?

Q7. Situation 2 involves digital exclusion in an academic project. The students claim "it was just a Discord decision." Should schools have rules about academic digital exclusion? Write your position and two supporting reasons:

Deep Analysis – Complex Cases

Kavya presents these two cases to the school during Rohan's assembly session. Read carefully and answer the higher-order questions.

Case A – "The Screenshot Economy" (Real Pattern – India, 2024)

In a school in Pune, a student group created a private Instagram account called "Confessions_SchoolName." Students could anonymously submit confessions about classmates — personal secrets, relationship details, embarrassing moments — and they would be posted publicly. The account had 300+ followers within the school. When a student complained, the admin said: "Everyone who submitted consented to posting. We never forced anyone." Many students had shared details about *other people* without those people's consent. The school took no action because "it happened outside school."

Challenge Activity A

Analyse the Confessions Account

CA1.

The admin says: "Everyone who submitted consented." Identify TWO fundamental flaws in this argument — specifically about consent and whose consent matters:

CA2.

The school says it cannot act because "it happened outside school." Build arguments for both sides — then give your own clear position:

School cannot act — argument:

School must act — argument:

My position:

Case B – "The Pile-On" (Real Pattern – HP Schools, 2024)

A Class 11 girl in Shimla posted an opinion about a Bollywood film on her public Instagram. A larger account shared her post mockingly. Within 6 hours, she had received 500+ comments — most from strangers who had never met her. She deleted her account. She was diagnosed with anxiety disorder two months later. No single person sent more than 2–3 messages — so each individual said "I barely said anything." But collectively, 200 people each sending 2–3 messages created 500+ messages. This is called a **pile-on** or **swarm harassment**.

Challenge Activity B

Analyse the Pile-On

CB1.

Each individual participant says "I only sent 2–3 messages — that's not bullying." Is this a valid defence? Where does individual responsibility end and collective responsibility begin in a pile-on? Write your analysis in 4–5 sentences:

CB2.

Design a "**Personal Consent & Kindness Policy**" — your own set of rules for how you will behave online toward others. Include at least 6 specific rules covering: (a) what you will never share without permission, (b) how you will respond when you see a pile-on, (c) what you will do before tagging or sharing someone else's content, (d) how you will support someone being bullied, and (e) one line about what you believe consent means in your digital life:

Creative Challenge – Be the Voice That Changes the Culture!

Activity 6 – Creative Challenge

👤 Kavya asks YOU to help design one campaign material for Rohan's school.

The campaign is called "Be an Upstander — Not a Bystander." It must cover: what cyberbullying is, what consent means in digital spaces, and one action students can take today. Choose Option A, B, or C.

🎨 Option A: Campaign Poster

BE AN UPSTANDER!

What is Cyberbullying? (Draw/write)	Consent — draw the line (Draw/write)
1 Upstander Action Today (Write)	Helpline Number (Write)

📱 Option B: 3-Slide Instagram Story

Slide 1 = Hook: shocking fact about cyberbullying in India. Slide 2 = Define the problem with Rohan's story in 15 words. Slide 3 = One upstander action + helpline number. Max 15 words + emoji per slide.

Slide 1 (Hook — shocking fact):

Slide 2 (The problem — Rohan's case):

Slide 3 (Upstander action + helpline):

✉️ Option C: Write a Letter from Rohan to Future Students

Write a short letter (8–10 sentences) from Rohan's perspective — 6 months after the bullying — to a student who is currently being cyberbullied. It must include: how he felt, what he did, what helped most, and one piece of advice. Write it honestly and with empathy.

🗣️ Final Reflection – In Your Own Voice

Activity 7 – Reflection

What Changed for You Today?

Q8a.

Before this chapter, what did the word "cyberbullying" mean to you? After working through Rohan's case, has your definition changed? Describe the shift in 2–3 sentences:

Q8b.

Have you ever been a bystander to online behaviour that made someone uncomfortable — even if it seemed small? What did you do, or what do you wish you had done?

Q8c.

Name ONE specific thing you will do differently online after today — as a poster, a commenter, a group chat member, or a bystander. Be precise:

🌟 Epilogue – Six Weeks After the Bullying Began

🏠 What Happened Next – The Full Story

Rohan — Shimla

"I almost deleted everything and disappeared. Then Kavya sat with me and we screenshots everything together. That was the turning point."

Kavya — HP

"I knew the signs because of what happened to me in Ch.3. The offline changes — the silence, the food — I'd felt those too. Recognition saved time."

Aryan — Delhi

"Ch.1 = protect your account. Ch.2 = protect your data. Ch.3 = protect your reputation. Ch.4 = protect each other. That's the full picture."

Priya — Delhi

"The fake profile was taken down in 48 hours after we filed a formal complaint. Evidence matters. Don't delete — screenshot."

Naman — Delhi

"Maine pehle socha tha bystander rehna safe hota hai. Ab samajh aaya — bystander rehna bhi ek choice hai. Aur woh choice bhi consequences rakhti hai." *(Staying silent is also a choice — and choices have consequences.)*

🌟 Key Takeaways – What You Learned Today



Know the Difference — Rude vs Criminal

Not everything online is cyberbullying — but cyberbullying is always deliberate, repeated, and causes harm. Impersonation and threats are criminal under Indian law.



Consent Is Not Optional

Tagging, sharing, screenshotting, or forwarding someone's content without their knowledge is a consent violation — regardless of how the content was originally shared.



Screenshot First, Block Second

Evidence is power. Screenshots with timestamps enable schools, platforms, and police to act. Without evidence, nothing can be done.



Silence Is Also a Choice

Bystanders who stay silent or laugh along are part of the problem. One private message of support to the target can change everything. Being an upstander takes 30 seconds.



Know the Offline Signs

Changed eating, sleep disruption, going silent, checking the phone obsessively — these are signs someone is being bullied online. Notice. Ask. Listen. Don't dismiss.



Help Is Always Available

Cyber Crime Helpline: 1930 · iCall: 9152987821 · Childline: 1098. Reporting is brave, not weak. Adults and institutions exist to help — use them.

🏆 Aryan, Priya, Naman, Kavya & Rohan's Golden Rule

"Screenshot before you block. Tell before you suffer alone. Support before you scroll past. Your silence is never neutral — every choice online is a choice about what kind of community you want to live in."

Because the internet is not a separate world. It is the world we all share. Protect it — and each other — with intention.

🔗 The Full Four-Chapter Journey – What You Now Know

Chapter 1



Protect Your Account

Passwords, 2FA, secure access

Chapter 2



Protect Your Data

Cookies, permissions, tracking

Chapter 3



Protect Your Reputation

Footprint, THINK Rule, posting

Chapter 4



Protect Each Other

Consent, boundaries, upstanding